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MOTIVATION ASPECT IN FOREIGN LANGUAGE LEARNING FOR COMPUTER SPECIALTIES STUDENTS

Introduction. In an era dominated by globalization and technological advancements, proficiency in foreign languages has become a crucial skill, especially for students pursuing computer specialties. The ability to communicate effectively in a language other than one's native tongue is not only an academic asset but also a professional advantage in the increasingly interconnected world. One key factor influencing success in foreign language learning is motivation. Motivation plays a crucial role in determining the efforts and enthusiasm students invest in language learning. Hence, understanding the specific motivation aspect of computer specialties students in foreign language learning is of paramount importance.

The purpose of the study is to investigate and analyze the role of motivation in the foreign language learning process among students specializing in computer sciences. It further seeks to identify the distinct motivational factors that influence this group of students in order to enhance the effectiveness of foreign language learning in the context of computer specialties.

According to N. Aristova [2, p. 13], motivation can be seen as a structured development of both external and internal incentives, with their hierarchy and interplay shaped by specific influencing factors.

In a broader sense, motivation can be defined as the driving force that initiates, directs, and sustains behavior to achieve certain goals or meet certain needs. It is a psychological construct that energizes and directs people to take action and exert effort to achieve desired results [3]. Motivation can arise from internal factors such as personal interests, values, and aspirations, as well as

external factors such as rewards, social recognition, and the influence of others. It can be stated that it plays a crucial role in determining the level of engagement, perseverance, and overall productivity in various areas of life, including education, work, and personal development.

Motivation is a critical factor that significantly influences the success of foreign language learning. For students specializing in computer sciences, possessing motivation is even more imperative due to the unique challenges and demands of their field. K. Kugai, M. Vyshnevskaya note that with the ongoing deepening of global interconnectivity, mastery of foreign languages has emerged as a crucial advantage for professionals in the field of computer science. This proficiency enables efficient communication, fosters international collaboration, and grants access to an extensive reservoir of knowledge [1, p. 94]. Effective communication is paramount in the tech industry, where collaboration and information exchange often transcend geographical and linguistic boundaries. Motivated students are more likely to invest the time and effort required for language acquisition, resulting in improved language skills and, subsequently, increased professional opportunities.

Moreover, in computer specialties, where problem-solving and logical thinking are paramount, a motivated learner is better equipped to tackle the cognitive demands of language learning. Motivation not only impacts the quantity of time spent on language study but also the quality of engagement. Students who are motivated are more likely to actively participate in language classes, engage in self-directed learning, and seek out additional resources to enhance their language skills.

The motivation of computer specialties students in foreign language learning exhibits unique characteristics influenced by the nature of their field. Unlike some traditional language learners who may be motivated by cultural or travel-related interests, computer specialties students often find motivation in the practical applications of language skills within their professional domain. The prospect of collaborating with international colleagues, accessing global

technological advancements, and participating in multinational projects can serve as powerful motivators for these students.

Another distinctive feature is the alignment of language learning goals with career objectives. Computer specialties students are more likely to be motivated when they perceive language proficiency as a direct asset to their future careers. This pragmatic motivation can drive sustained effort and engagement, as students recognize the tangible benefits of language skills in their chosen field.

Motivation for computer specialties students can be categorized into intrinsic and extrinsic factors [2]. Intrinsic motivation arises from internal desires and personal satisfaction. For these students, an intrinsic motivation might stem from the intellectual challenge of mastering a new language, the joy of solving linguistic puzzles, or the satisfaction derived from effective communication.

Extrinsic motivation, on the other hand, involves external rewards or consequences. Computer specialties students often seek to improve their career prospects by gaining proficiency in a foreign language. The tangible benefits of language proficiency, such as increased employability, higher salary potential, and the opportunity to work with multinational companies, serve as powerful extrinsic motivators for these students.

Moreover, social motivation is appropriate in the context of computer specialties students. The sense of community and shared goals within the tech industry can foster a collaborative learning environment. Students motivated by the desire to connect with like-minded individuals, share knowledge, and contribute to the global tech community may find increased fulfillment in their language learning journey.

Conclusion. Motivation is a vital factor in foreign language learning, particularly for computer specialties students. Understanding the peculiarities and specific motivational factors that influence this group of students can greatly enhance language acquisition and overall learning outcomes. By fostering intrinsic motivation through intellectually stimulating content and extrinsic

motivation with career-related benefits, educators can effectively support computer specialties students in their foreign language learning journey. By aligning language learning goals with the pragmatic needs and aspirations of computer specialties students, educators can foster a more motivated and engaged learning environment.

Empowering these students with the necessary linguistic skills will contribute to their success in the computer specialties field and enable them to thrive in the ever-evolving globalized work environment.

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